
Released Items
Winter 1999

Social Studies MEAP
Grade 8

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Grade 8 Social Studies MEAP Released Items, Winter 1999

Introduction to the 1999 Released Items and Scoring Guides for Social Studies

The goal of all social studies education is to prepare responsible citizens through the development of four capacities in young people: disciplinary knowledge, thinking skills, commitment to democratic values and citizen participation.

This set of released items and the accompanying scoring guides have been created to further clarify the process used to score the student responses. We believe an important element in improving social studies instruction is to provide a clear understanding of the relationship between instruction and testing. Clearly, to better understand the testing process we must understand how each student's test is scored.

As you begin your work with these materials, concentrate on the principles of scoring exemplified, not the specific language of any one student. We hope this guide will begin the process of making the rules for scoring which are included in this package more concrete for you. Look for the relationship between the papers included and the scoring guidelines. Once you understand the scoring principles, you will be able to consistently score your own students' papers the same way we will score their social studies MEAP.

These materials are designed to show teachers, students, parents, and others concerned with the quality of education in Michigan what students are expected to know and be able to do in the field of social studies. These materials also include examples of the assessment tools used by the state to determine whether students have met the standards.

The Michigan Curriculum Framework Standards and Benchmarks for Social Studies have provided the structure for the state testing program for social studies since their adoption in 1995. The content standards and benchmarks for social studies were adopted and serve as the basis for the design of the social studies MEAP, the development of the test questions, the basis for scoring open ended questions (i.e., the constructed response and extended response items), and the criteria for the development of the definitions used during standard setting.

The Michigan Department of Education's plan for assessment development was to create a test aligned to the content standards and benchmarks, to score it accordingly, and set the cut scores based on the social studies content standards. In this way we believed that Michigan teachers of social studies would have a clear understanding that the relationship between what they taught and the way they taught it to what was tested on statewide testing was a direct one.

It is critical that teachers of social studies have accurate information about how the test is scored. It is simple enough to say that the test is aligned to the standards, but much more useful to provide examples.

The range-finding teachers are an important part of this process. They are classroom teachers currently teaching at the grade level tested. When they come together to create the "rules for scoring", their first charge is to set comprehensive guidelines for the scorers so that every correct answer is given credit. Students are divergent thinkers so this is a daunting but not impossible task.

You will see answers here that are less than perfect. You will hear the voices of the students in the papers we have selected. In order to reach their goal of giving credit to every correct answer, the rangefinding teachers often had to pose the question, "This isn't the way a teacher would say it, but is it a satisfactory explanation for a student in grade 8?"

But before we begin we must once more emphasize that our goal is responsible citizenship. If a student learns to write an extended response for the MEAP and never understands that our democracy depends upon citizens who clearly express themselves to public officials on matters of public interest we have failed. A good test score will never replace our nation's need for responsible citizens. Your efforts in connecting social studies knowledge to the real world and knowledge of our core democratic values are the very foundation of citizenship.

Materials Needed to Complement this Guide

The following materials will be useful to you and are designed to complement this guide: the Michigan Curriculum Framework and the Grade 8 Social Studies Assessment Model. These documents should be available to those interested in using the released items to improve student achievement. The Curriculum Framework can be found on the Michigan Department of Education web page at

<http://cdp.mde.state.mi.us> and the Grade 8 Assessment model at <http://cdp.state.mi.us/Assessment/model8.pdf>. This document and the released items for grades 5 and 11 are also available on our web site at: [http://cdp.mde.state.mi.us/#released items#](http://cdp.mde.state.mi.us/#released%20items#).

The Three Types of Questions

It was determined by the social studies assessment team that the content standards and benchmarks would best be assessed by using three types of questions. These three types of questions are: selected-response, constructed-response, and extended response.

* **Selected-response** questions ask students to read a passage, map, chart, or table. After studying the prompt, students should read the questions and choose the best answer from four choices provided.

* **Constructed-response** questions ask students to explain a conclusion, provide examples, complete a chart, interpret information, or give a reason for the answer they have given.

* **Extended-response** questions require a student to interpret information from a set of data on a hypothetical issue of public policy, identify a relationship presented in the Data Section, take a position for or against the policy, give reasons that support the position the student has taken and provide a reason why an alternative position would be less effective public policy.

Selected Response Items

The important characteristic of selected response items is that they are designed to be “beyond text” type items. That is, the prompt that introduces this cluster of five multiple choice items is only meant to provide a context for the questions that follow. The correct answer will not be found in the prompt, but will come from the student’s prior knowledge about the concepts covered. Notice for example that item #17 (page 7) in the TRIANGULAR TRADE cluster requires students to demonstrate their knowledge of the key parties in this historical event. Item #21 (page 7) requires students to demonstrate their knowledge of the motivation for the slave trade using the same context.

Emphasis should be placed on covering the concepts reflected in the content standards and benchmarks that the test items are based on. Then regardless of

the specific topic used for the prompt, the students should be able to use their general knowledge of the concept to construct the right answer.

Constructed Response Items

There are two constructed response items in this packet. The first, **SELLING STOVES IN A COMMAND ECONOMY** (page 8) was taken from the economics section of the grade 8 test, and was designed to determine whether students could distinguish between a command economy and a market economy. To receive full credit for their response a student must adequately explain why the factory described in the prompt on page 8 sells all of its stoves in a command economy AND adequately explain why this factory would go bankrupt in a market economy. The scoring guide provided with this item on page 9 gives some examples of the characteristics that could be used in the explanations.

The second constructed response item provided, **POPULATION AND PROJECTED POPULATION OF THE ELDERLY IN MICHIGAN** (page 12), is designed to measure inquiry skills. In Task I the student must determine the relationship between two variables shown in the data table, and write a short answer to describe that relationship. Task II asks the student to translate the data into a line graph. Note, according to the scoring guide on page 13, to receive two points, a student must complete this task without errors. One point will be awarded (partial credit) if the student makes one error. This task clearly requires students to create a line graph. If a student draws a bar graph (see response #4 on page 17) they will receive a zero. Response #2 (see page 15) will receive one point because the label is incorrect. Response #3 (see page 16) was scored as zero because it contains three errors, e.g., data for 2010, 2020, and 2030 are not within the “acceptable range”. In this context acceptable range means within the two vertical scale lines for the corresponding percentages of population over 65 years (e.g., >12 but <14 for 2010, >16 but <18 for 2020, and >18 but <20 for 2030).

Extended Response Items

Both of the extended response items used on the winter 1999 social studies test were released and are included in this document (see pages 25 and 38). Schools were encouraged, during the test administration window, to make photocopies of their students’ responses to these two items to make it possible to give students more timely feedback. In addition to the annotated responses provided, we have also included a more detailed set of scoring guidelines for the extended response items. Guidelines for teaching this type of civic writing, and an analytic scoring

guide are provided for classroom teachers in a separate document entitled “One Approach to Teaching Persuasive Civic Writing”.

You should be aware that the sample papers selected for this packet were not intended to be exemplary but illustrative of how some “close calls” were decided by the range-finding teachers who determined the rules for scoring.

Feedback

We hope you will find this document useful as you work with your students and score their responses this year. If you have any comments that might help us improve this document, please send your comments and suggestions to

Bruce Brousseau at bbrousseau@ed.mde.state.mi.us or fax them to me at 517-335-1186.

Directions: Read the following passages and map. Use them with what you already know to answer the questions that follow.

THE TRIANGULAR TRADE

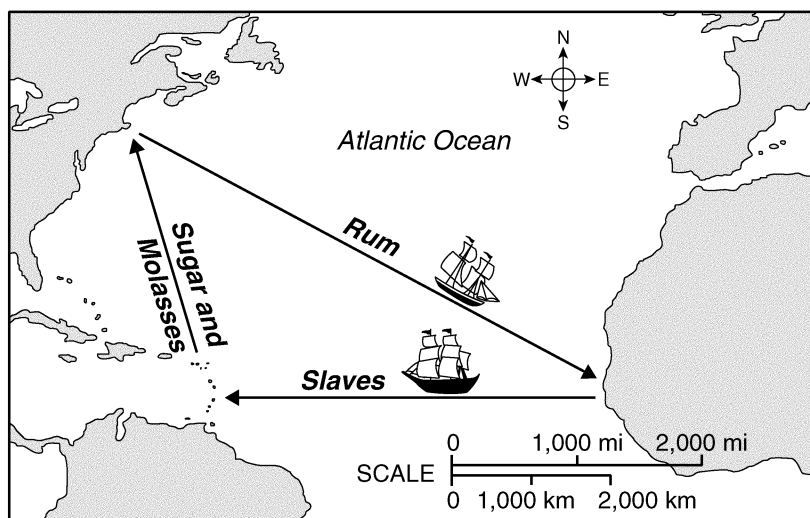
Excerpt A is from a letter written by Affonso, the King of Congo, to the King of Portugal in 1526.

We cannot reckon how great the damage is, since the mentioned merchants are taking everyday our natives, sons of the land and the sons of our noblemen . . . because the thieves and men of bad conscience grab them . . . and get them sold; and so great, Sir, is the corruption . . . that our country is being completely depopulated [losing its people], and Your Highness should not agree with this or accept it as in Your service. . . . It is our will that in these kingdoms there should not be any trade of slaves nor outlet for them.

Excerpt B is taken from a slave trader's account of the Middle Passage (the shipment of Africans across the Atlantic Ocean).

The . . . ship [was] . . . legally allowed to carry only 450 souls. On leaving the coast of Africa, she carried in addition to her crew of forty-five, 609 slaves (351 men, 127 women, 90 boys, 41 girls). Overcrowding was almost essential to carrying on the slave business, . . . and while overcrowding increased the mortality [death rate], it might equally result in more survivors to be sold for a profit. . . . The voyage . . . was reckoned at five or six weeks. . . . Out of 7,904 slaves purchased on the [African] Coast [for this ship over the years], 2,053 died on the Middle Passage.

The Triangular Trade Route



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17. What areas were included in the triangular trade?
- A The British Colonies and South America
 - B Africa, the West Indies, and the British Colonies
 - C Europe and South America
 - D Africa, South America, and Europe
18. Which of the following statements BEST describes the King of the Congo's reaction to the enslavement of his people?
- A He wanted the slave trade stopped.
 - B He believed the slave trade enriched his kingdom.
 - C He believed that the slave trade rid his kingdom of undesirable people.
 - D He wanted the Portuguese to pay more for slaves.
19. What product from the British colonies did slave traders in the triangular trade use to buy African slaves?
- A Sugar
 - B Gold
 - C Rum
 - D Molasses
20. What was a result of the slave trade on the kingdom of the Congo in the sixteenth century?
- A The economy of the kingdom flourished.
 - B The size of its labor force decreased.
 - C The population of the kingdom increased.
 - D Only the number of poor people in the kingdom changed.
21. Which of the following was a result of the overcrowding of slaves on ships crossing the "Middle Passage"?
- A Slave traders lost money on the slave trade.
 - B Not enough slaves survived the journey, so it was discontinued.
 - C Enough slaves survived the crossing to make this trade profitable.
 - D Slave traders tried to improve conditions for the slaves.

Directions: You should take about 5 minutes to study the map and read the material. Use them with what you already know to complete this task.

SELLING STOVES IN A COMMAND ECONOMY

A factory in a command economy makes two models of a kitchen stove. Here is an evaluation of the two models.

Evaluation of Stoves Produced in a Command Economy

Features	Model 1	Model 2
Color: White	Yes	Yes
Gas	No	Yes
Electric	Yes	No
4 Burners	No	Yes
2 Burners	Yes	No
Door	Not working	Not working

- 46** On the lines provided for this item in the answer booklet, explain why this factory in the command economy sells all the defective stoves it makes. Then explain why this factory would go bankrupt in a market economy.

- 46** Explain ONE reason this factory in the command economy sells all of its stoves.

Explain ONE reason this factory would go bankrupt in a market economy.

MEAP Social Studies - Grade 8 Constructed Response

SCORING GUIDE**Economics****“SELLING STOVES IN A COMMAND ECONOMY”**

A 2-point response adequately explains why this factory sells all of its stoves in a command economy AND adequately explains why this factory would go bankrupt in a market economy.

Examples:

- 1) In a command economy:
 - a) demand for consumer goods is frequently very high
 - b) supply of consumer goods is often limited
 - c) these are the only stoves available
- 2) In a market economy:
 - a) customers would shop elsewhere for a better stove
 - b) there would be competition that would make a higher quality stove

SAMPLE RESPONSES

Response #1

This factory sells all of its defective stoves because some people may not be able to afford a working stove like others.

The factory would go bankrupt because of the other competition that would make better stoves.

Score = 1 Part one of this response mistakenly identifies price as the reason the factory sells all its stoves. In part two, the student correctly explains competition based on higher quality as one reason a factory making defective stoves in a market would go bankrupt.

SAMPLE RESPONSES (continued)

Response #2

In a command economy they would sell them because people want stoves and they're the only kind they can get, because of the government. All factories produce the same kind of stoves.

This factory would go bankrupt in a market economy because they don't have what the people want. They need more variety, and they need stuff that works. If the stoves don't work properly then no one wants one.

Score = 2 Part one of this response correctly identifies a reason this factory sells all of its stoves in a command economy ("they're the only kind people can get"). In part two, the response identifies two relevant characteristics of a market economy ("people need variety" and "they need stuff that works").

Response #3

One reason this factory in the command economy sells all of its stoves is because it would make more money by selling all of its stoves.

One reason this factory would go bankrupt is because it sells the defective models it makes. After a while people will return the defective stoves and not buy from that company anymore.

SAMPLE RESPONSES (continued)

Score = 1 In this answer the student shows no understanding of how a command economy functions. In part two however, the student does convey that the factory would lose business as a result of the poor quality of their products.

Response #4

In the command economy all of the stoves are sold because this is probably the only company that makes kitchen stoves, and people need stoves. This is because in a command economy the government tells you what to make.

This factory would go bankrupt in a market economy because these aren't very good stoves and someone else would make a better stove to sell.

Score = 2 In part one the student recognizes the role the government plays in restricting production in a command economy, and uses that information appropriately in the explanation. In part two both quality and competition are used successfully to explain why this factory would go bankrupt in a free market economy.

Directions: You should take about 5 minutes to study the following material and use it with what you already know to complete both Task I and Task II.

POPULATION AND PROJECTED POPULATION OF THE ELDERLY IN MICHIGAN

Below is information about people over the age of 65 years in Michigan.

Michigan's Elderly Population

Years	Percentage of Population over 65 Years in Michigan
1990	12%
2000*	12%
2010*	13%
2020*	17%
2030*	19%

*Projected

Task I:

- 47** Study the information in the table. Make a statement explaining the *relationship* between the **percentage of population over 65 years in Michigan** and the **years** shown in the space provided in the answer booklet.

Task II:

- 48** In the space provided in the answer booklet, use the information given in the table on page 36 to make a **line graph** about the percentage of population in Michigan who are over 65. Correctly label the horizontal axis.

MEAP Social Studies - Grade 8 Constructed Response

SCORING GUIDE**Inquiry**

“POPULATION AND PROJECTED POPULATION OF ELDERLY IN MICHIGAN”

Task I

A 1-point response provides a correct statement about the relationship between percentage of elderly population in Michigan and years shown in the data table.

SAMPLE RESPONSE

As years pass, the percentage of Michigan’s population that is over 65 years of age increases. (one point)

As years go by, the older people in Michigan get older. (zero points)

Task II

A 2-point response creates an acceptable line graph, plots all of the data correctly within the appropriate range, and labels the horizontal axis with an appropriate title, such as “Years”.

A 1-point response creates an acceptable line graph, but contains one error, either in the plotting of the data or in the labeling of the horizontal axis.

A 0-point response contains two or more errors, one of which may be the labeling of the horizontal axis, OR is not a line graph.

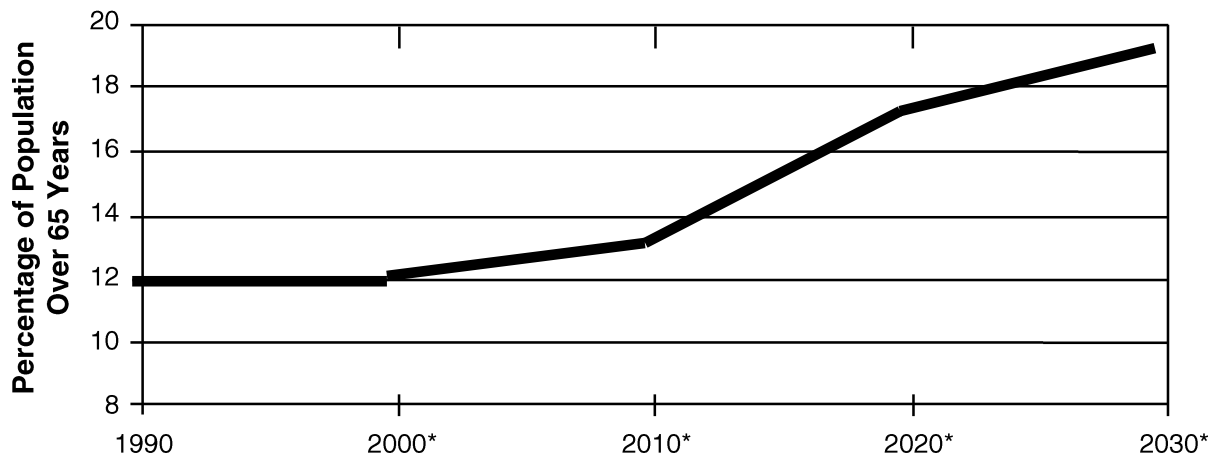
Student Response 1

47. Explain the relationship between the percentage of population over 65 years n Michigan and the years shown in the table.

As the Years increase the percentage of population over 65 years in Michigan also increases.

48.

The Elderly in Michigan



*Projected

Label: Years

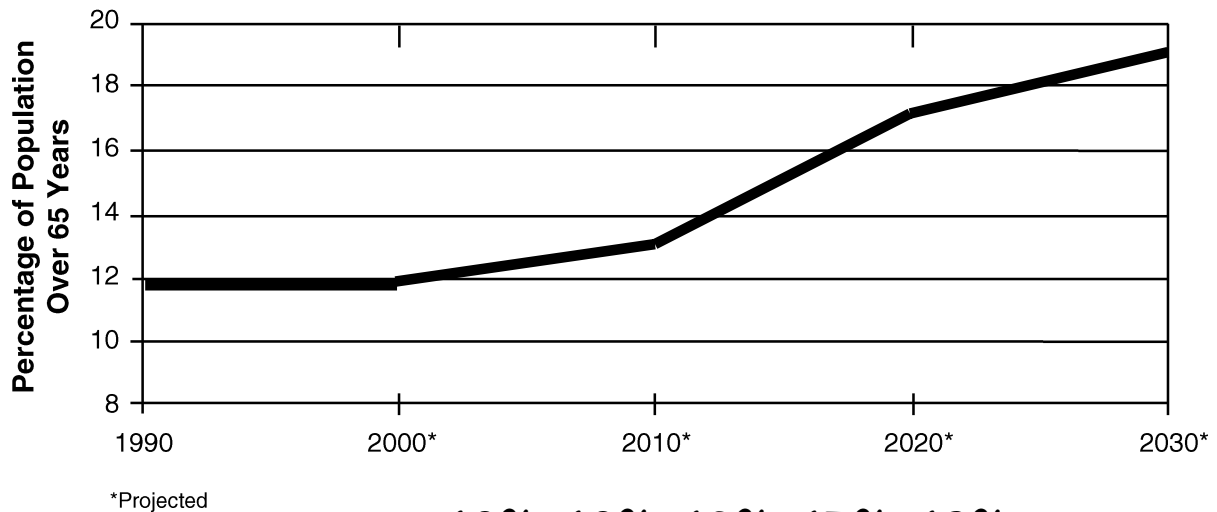
Student Response 2

47. Explain the relationship between the percentage of population over 65 years n Michigan and the years shown in the table.

There is a direct relationship, because as years
go up the percentage of population over 65
in Michigan also goes up.

48.

The Elderly in Michigan



Label: 12%, 12%, 13%, 17%, 19%

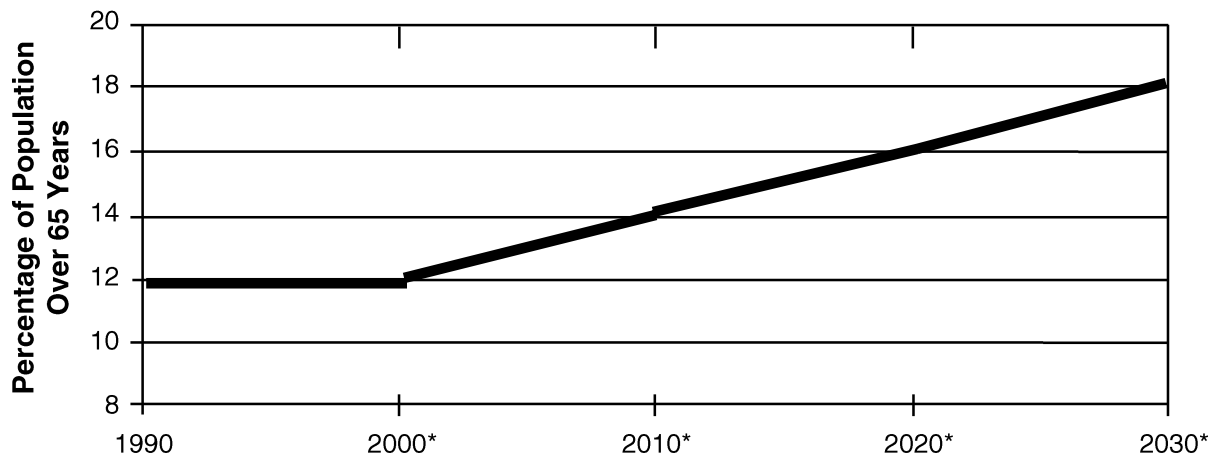
Student Response 3

47. Explain the relationship between the percentage of population over 65 years n Michigan and the years shown in the table.

The relationship is positive because when
the Years increase the percent of
population over 65 years old increases too.

48.

The Elderly in Michigan



*Projected

Label: Years

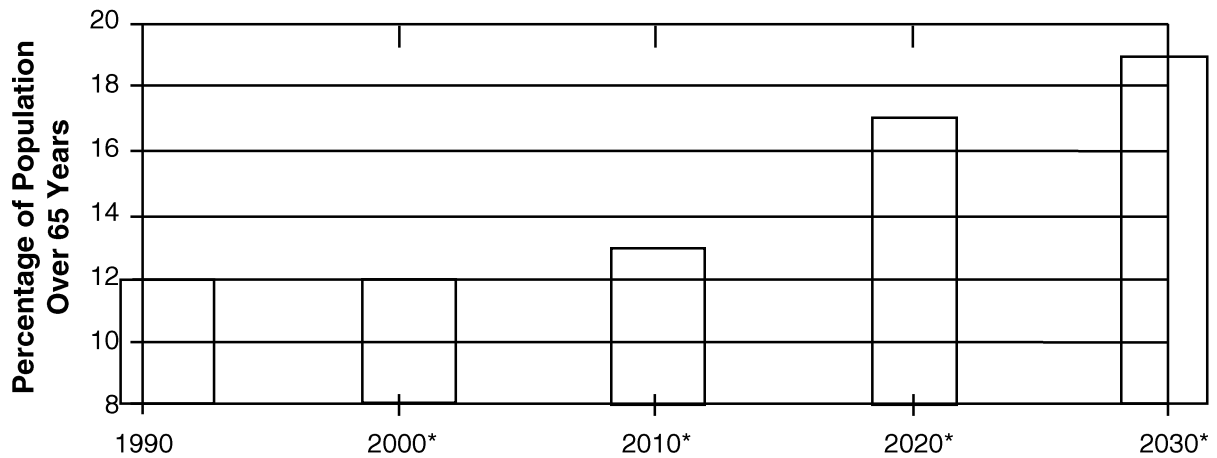
go up the percentage of population over 65 i

47. Explain the relationship between the percentage of population over 65 years n Michigan and the years shown in the table.

I don't know what a relationship is!!

48.

The Elderly in Michigan



*Projected

Label: Years

Extended Response Scoring Resources

Prior to actually scoring the responses to Task II of the Inquiry and Decision Making sections, readers need to be familiar with three documents. The first document is the holistic feature scoring guide shown below. To earn the top score of four points on the extended response task, students must address all four elements as described in the first block of the table.

It is important to note that this scoring guide places an emphasis on the importance of applying a core democratic value of our American constitutional democracy to the public policy issue under consideration. Students who do not use a core democratic value in their answer will not be able to score above two points on this task.

Holistic Feature Scoring of Civic Writing: Grades 5 & 8

Points	Description
4	<p>In order to receive a 4-point score, the response must</p> <ul style="list-style-type: none"> • give a clearly stated position on the issue and support for that position. <ul style="list-style-type: none"> - Students should use words such as support/oppose, for/against, agree/disagree, or should/should not - Do not accept those who do not take a stand, who say someone else (parents, school, or government) should decide the issue. • provide at least one supporting point that is based on the Core Democratic Values of American constitutional democracy <ul style="list-style-type: none"> - Do not accept if this support contradicts stated position • provide at least one piece of accurate, important, and relevant supporting social studies information that comes from the student's prior knowledge of civics, economics, geography, or history (Information other than that supplied by the Data Section or a Core Democratic Value) <ul style="list-style-type: none"> - Do not accept feelings or opinions for this element. - Do not accept if this support contradicts stated position • provide at least one piece of accurate, valid, and relevant supporting information from the Data Section <ul style="list-style-type: none"> - Do not accept if this support contradicts stated position - Data interpretations must be more right than wrong
3	<p>In order to receive a 3-point score, the response must</p> <ul style="list-style-type: none"> • give a clearly stated and supported position on the issue • provide at least one supporting point that is based on Core Democratic Values • contain at least 1 of the remaining 2 elements
2	<p>In order to receive a 2-point score, the response must</p> <ul style="list-style-type: none"> • give a clearly stated and supported position on the issue • contain at least 1 of the 3 remaining elements
1	<p>In order to receive a 1-point score, the response must</p> <ul style="list-style-type: none"> • give a clearly stated and supported position on the issue
0	<p>In order to receive a 0-point score, the response will show no evidence of any of the elements</p>

NOTE: The supporting points used by students must be explained in enough detail to show a clear connection to the position taken.

Given the importance of the application of core democratic values to this task, that set of concepts will be presented next. Students are given a sheet listing ten “Fundamental Beliefs” and eight “Constitutional Principles” to help stimulate their thinking about these concepts. Those scoring letters containing these beliefs and principles should at a minimum be familiar with the concepts and definitions listed below.

Core Values of American Constitutional Democracy

Core democratic values are the fundamental beliefs and constitutional principles of American society which unite all Americans. These values are expressed in the Declaration of Independence, the United States Constitution and other significant documents, speeches, and writings of the nation. Below are definitions of some core democratic values.

Source: CIVITAS: *A Framework for Civic Education*, a collaborative project of the Center for Civic Education and the Council for the Advancement of Citizenship, National Council for the Social Studies Bulletin No. 86, 1991. You can obtain a copy of “Civitas” by calling 1-800-350-4223.

Fundamental Beliefs

Life The individual’s right to life should be considered inviolable except in certain highly restricted and extreme circumstances, such as the use of deadly force to protect one’s own or others’ lives.

Liberty The right to liberty is considered an unalterable aspect of the human condition. Central to this idea of liberty is the understanding that the political or personal obligations of parents or ancestors cannot be legitimately forced on people. The right to liberty includes **personal freedom**: the private realm in which the individual is free to act, to think and to believe, and which the government cannot legitimately invade; **political freedom**: the right to participate freely in the political process, choose and remove public officials, to be governed under a rule of law; the right to a free flow of information and ideas, open debate and right of assembly; and **economic freedom**: the right to acquire, use, transfer and dispose of private property without unreasonable governmental interference; the right to seek employment wherever one pleases; to change employment at will; and to engage in any lawful economic activity.

The Pursuit of Happiness It is the right of citizens in the American constitutional democracy to attempt to attain—“pursue”—happiness in their own way, so long as they do not infringe upon rights of others.

Common Good The public or common good requires that individual citizens have the commitment and motivation—that they accept their obligation—to promote the welfare of the community and to work together with other members for the greater benefit of all.

Justice People should be treated fairly in the distribution of the benefits and burdens of society, the correction of wrongs and injuries, and in the gathering of information and making of decisions.

Equality All citizens have: **political equality** and are not denied these rights unless by due process of law; **legal equality** and should be treated as equals before the law; **social equality** so as there should be no class hierarchy sanctioned by law; **economic equality** which tends to strengthen political and social equality for extreme economic inequality tends to undermine all other forms of equality and should therefore be avoided.

Diversity Variety in culture and ethnic background, race, lifestyle, and belief is not only permissible but desirable and beneficial in a pluralist society.

Truth Citizens can legitimately demand that truth-telling as refraining from lying and full disclosure by government be the rule, since trust in the veracity of government constitutes an essential element of the bond between governors and governed.

Popular Sovereignty The citizenry is collectively the sovereign of the state and holds ultimate authority over public officials and their policies.

Patriotism Virtuous citizens display a devotion to their country, including devotion to the fundamental values and principles upon which it depends.

Constitutional Principles

Rule of Law Both government and the governed should be subject to the law.

Separation of Powers Legislative, executive, and judicial powers should be exercised by different institutions in order to maintain the limitations placed upon them.

Representative Government The republican form of government established under the Constitution is one in which citizens elect others to represent their interests.

Checks and Balances The powers given to the different branches of government should be balanced, that is roughly equal, so that no branch can completely dominate the others. Branches of government are also given powers to check the power of other branches.

Individual Rights Fundamental to American constitutional democracy is the belief that individuals have certain basic rights that are not created by government but which government should protect. These are the right to life, liberty, economic freedom, and the “pursuit of happiness.” It is the purpose of government to protect these rights, and it may not place unfair or unreasonable restraints on their exercise. Many of these rights are enumerated in the Bill of Rights.

Freedom of Religion There shall be full freedom of conscience for people of all faiths or none. Religious liberty is considered to be a natural inalienable right that must always be beyond the power of the state to confer or remove. Religious liberty includes the right to freely practice any religion or no religion without government coercion or control.

Federalism Power is shared between two sets of governmental institutions, those of the states and those of the central or federal authorities, as stipulated by the Constitution.

Civilian Control of the Military Civilian authority should control the military in order to preserve constitutional government.

The detailed rules for scoring is the last of the three essential documents for scoring (see below). These scoring guidelines were provided by the various range-finding teams as they moved from the holistic scoring guide to much more detailed set of instructions for scoring presented here.

Scoring Extended Responses

GUIDELINES FROM RANGE-FINDING

These scoring guidelines are provided to more clearly explain the “Holistic Feature Scoring of Civic Writing” scoring guides that accompany the Social Studies Assessment Models (March 1998). This more detailed list was developed by social studies range-finding committees to provide directions for those who will be scoring student extended responses.

1. Handwriting, spelling, and grammar will not count unless they significantly interfere with the reader’s ability to understand what the student is writing. Excessive use of pronouns may interfere with the reader’s ability to understand the student’s response. Directions to students indicate that they “should take about 20 minutes to complete both Task I and Task II” for the Inquiry and Decision Making items. Students should therefore view the writing they do for Task II as first draft or pre-writing. This task is not designed to replace the English Language Arts assessment.
2. Credit will be given for naming the core democratic value and relating it to the issue OR defining (i.e., not using the label, but explaining the core democratic value) the concept reflected in the core democratic value without naming it, and relating it to the issue.
3. Social studies knowledge refers to discipline based factual knowledge, concepts, or generalizations other than core democratic values. Supporting statements must be drawn from one of the four social studies disciplines (i.e., history, geography, civics/government, or economics). For purposes of supporting public policy issues, information students pick up informally in school will not be counted. Unsupported generalizations, platitudes, and slogans (e.g., “drugs are bad” or “education is good for business”) will not be accepted as social studies knowledge. Statements must reveal the student’s understanding of significant ideas drawn from a social studies discipline.
4. Core democratic value credit will be given for values or principles specified in the Declaration of Independence, the United States Constitution, and other significant documents, speeches, and writings of the nation. Court decisions are

considered writings of the nation. Students are not restricted to the list of core democratic values provided with the test.

5. Foul language, rude comments, and other displays of “uncivil” discourse will not lower a student’s score unless the language is so distracting that it impedes understanding.

6. Students will not be given credit for using a second citation of a core democratic value as social studies knowledge. Citing the source of a core democratic value, counts as prior knowledge from civics ONLY if the source is relevant to the position taken. For example, a student might argue that equality is more important than life, liberty, or the pursuit of happiness because equality is listed first among the self-evident truths of the Declaration of Independence. In this case the responsibility falls to the student to explain how the source is relevant to his or her argument.

7. Only one core democratic value, example of social studies knowledge, or cited data will count as scoring elements for credit. Using two examples of the same scoring element will not earn credit for a different missing element.

8. When two core democratic values are cited, the student will lose the point for this scoring element if either of the CDVs contradicts the position taken by the student. Simply naming a CORE DEMOCRATIC VALUE that might conflict with the student’s position will not automatically mean loss of credit for this element.

9. A clear position must be taken and maintained by the student on the public policy issue in order to receive any credit. If a student writes only a statement of their position without supporting it, they will score zero for this task. The student can’t answer the public policy issue question with “Yes” or “No” then just stop, some support for the position must be provided by the student before the response will receive any credit. The support for the position can be written anywhere in the letter.

10. If students modify the public policy issue statement but express a clear position on the issue (i.e., “Yes-but” or “No-but”), they can still earn full credit when all conditions defined by the scoring guide are met. Teachers should encourage their students to take a clear “Yes” or “No” stand on these issues, because students who qualify their answers often cross the line where they actually change the topic. Changing the topic will disqualify the student’s answer, and results in a score of zero.

11. Irrelevant information will not lower a student's score. Students will lose points, however, if they use inaccurate or contradictory information to support their position. When more than one citation to the data section is made, students must demonstrate that they can accurately interpret these data. The number of correct interpretations must exceed the number of incorrect interpretations.

12. Expressions of religious faith do not necessarily constitute academic social studies knowledge. Supporting a position on the public policy issue with religious beliefs does not substitute for core democratic values or supporting social studies knowledge. Expressions of religious faith can be used to support the position taken on the public policy issue, e.g., "We should change the policy because the Bible tells me that this is the right thing to do."

13. Copying information from the scenario that introduces the Inquiry and Decision Making Tasks will not count as data. Supporting data must come from the Data Section to receive credit. The data cited must, on its face, seem logically connected to the student's position on the public policy issue. If the data cited do not seem to be connected, the student will have the extra burden of explaining the connection between the data they cite and their position on the issue.

14. **GRADE 11 ONLY!!!** To meet the refutation requirement, students need not cite a core democratic value or social studies knowledge as defined above, but they do have to make a logically consistent statement about why an opponent's argument is not as persuasive as their own. This would typically be done by acknowledging an argument a person taking the opposing position could use AND refuting that argument. In order to receive credit for this element, the argument identified must be credible.

The released extended items will be presented first then sample student responses will be shown. Finally, the scores and annotations explaining the scores will follow.

Directions: Read the following imaginary information about a public policy issue. Use it with what you already know to complete the tasks that follow. You should take about 20 minutes to complete both Task I and Task II. Task I is a selected-response item and Task II is an extended-response item.

MANDATORY COMMUNITY SERVICE

The school district is considering introducing a program of mandatory community service for middle school students. The program will require students in grades 7 and 8 to work with a social agency or nonprofit organization. Read the following information about this issue.

DATA SECTION

- Part A** In one survey people were asked, “Do you favor or oppose the following—Middle school students should be required to perform mandatory community service?” Here are some of the results.

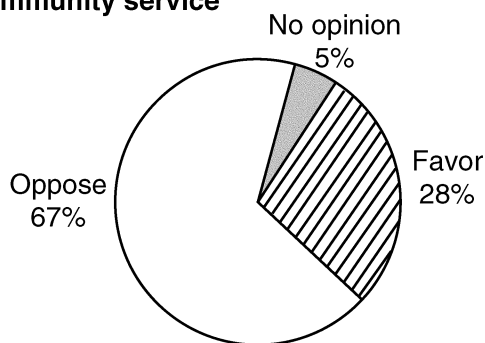
Public Opinion Survey #1

People surveyed	Favor	Oppose	No opinion
Middle school students	32%	66%	2%
Middle school teachers	69%	22%	9%
Parents	64%	29%	7%

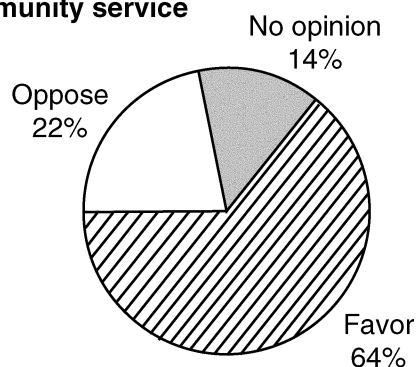
- Part B** Another survey was taken of middle school students living in districts with community service requirements. They were asked, “Should students be required to perform mandatory community service?” Here are some of the results of the survey.

Public Opinion Survey #2

**Before doing
community service**

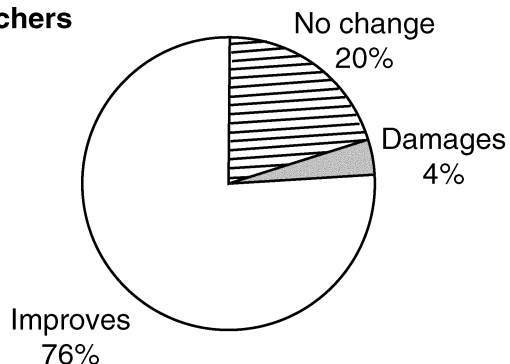
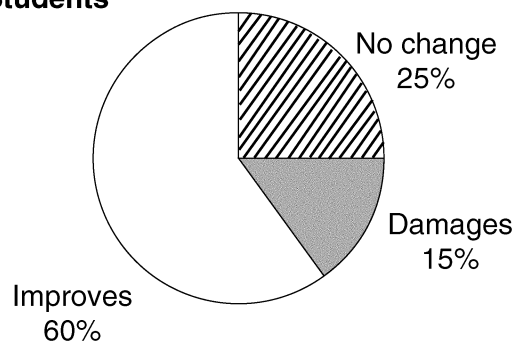


**After doing
community service**



DATA SECTION (continued)

Part C Finally, teachers and students in schools with community service programs were asked, “Does the community service program have an effect on student behavior, grades, and attitude?” Here are the results.

Public Opinion Survey #3**Teachers****Students****COMPLETE THE FOLLOWING TASKS:****Task I: Interpreting Information**

- 23** Study the information in the Data Section. Which of the following statements best describes the *relationship* between **performance of community service by middle school students** and **their support for mandatory community service**? Be sure to mark your answer in the answer booklet.
- A** Mandatory community service programs tend to improve student behavior, grades, and attitude.
 - B** Students are more likely to support mandatory community service programs after doing community service themselves.
 - C** Those students who support mandatory community service have parents who also support it.
 - D** Students are less likely than parents and teachers to oppose mandatory community service programs.

Task II: Taking a Stand

- 24** You will now take a stand on the following public policy issue: **Should middle school students be required to participate in a program of community service?** You may either support or oppose middle school students being required to participate in community service. Write a letter to the city council. Use information to provide reasons that support your position.

You will be graded on the following, so be sure your letter includes each of the elements listed below:

- A clear and supported statement of your position
- Supporting information using core democratic values of American constitutional democracy
- Supporting knowledge from history, geography, civics, or economics that you already know
(It is not enough to state only your opinion.)
- Supporting information from the Data Section

Remember to: Use complete sentences.
Explain your reasons in detail.
Write or print neatly on the lines provided
in the answer booklet.

**PLEASE WRITE YOUR ANSWER
IN THE APPROPRIATE PLACE IN
THE ANSWER BOOKLET.**

**ANYTHING WRITTEN IN THIS
AREA WILL NOT BE SCORED.**

Letter 1

SCORE _____

Should middle school students be required to participate in a program of community service?

Dear City Council:

Yes, middle school students should be required to participate in a program of community service. All patriotic citizens will want to know how to do this to show that they support the core democratic values, and put their beliefs into action. Kids may never learn how to serve their community without this experience.

After doing community service, 64% of the middle school students said it was a good idea. Most would not say that if they did not have the experience. It may seem to be a bother at first, but if we did not have people like this, where would the Red Cross go to find people to help after a tornado or flood? Once you know what it is like you would probably volunteer more and that would help the Red Cross and other folks who try to help people.

Letter 2

SCORE _____

Should middle school students be required to participate in a program of community service?

Dear City Council:

Middle school students should not be forced to participate in a program of community service. We fought a number of foreign wars because some big shot over there was trying to get others to do what he wanted. Why should our own citizens be any different?

From what I see in the data section, most middle school students oppose this policy. I think that is because they believe in liberty. They know that this is their own time and you have no right to tell them what to do with it.

Personally I would like to do community service, but the difference is that I choose to do it, not that I am told to do it. There must be a better way to get people involved.

Letter 3

SCORE _____

Should middle school students be required to participate in a program of community service?

Dear City Council:

No, I don't think they should have to do community service and waste their time. They should be able to do what they like for a change.

Letter 4

SCORE _____

Should middle school students be required to participate in a program of community service?

Dear City Council:

I strongly oppose the idea that middle school students be required to participate in a program of community service.

Letter 5

SCORE _____

Should middle school students be required to participate in a program of community service?

Dear City Council:

I support middle school students being required to perform mandatory community service. Doing community service makes you a better person. It makes you feel like you have really accomplished something wonderful and made a positive difference.

Our school required us to do 3 hours of service this year. I did mine at the nursing home. It was a fun and rewarding experience. Nothing could be better than to see smiles on their faces. Just doing things like painting pumpkins for them or visiting with them really brightened their day up. I also know that many other schools require students to do community service which really makes their school look good.

Data shows that the Public Opinion Survey #1 had only 32% students favoring but 69% of the teachers and 64% of the parents favored students performing community service. Another survey taken of

students living in other districts with community service requirements showed a big change in attitudes toward community service after doing it.

All people should work together for the public or common good. Doing community service promotes the welfare of our community. Especially in a time when our society has turned for the worse and junior high students have a reputation of just being bad, community service makes a positive difference. Community service gets people involved. It makes people realize that we need to work together to overcome our problems. Community service can only bring out good things, and that is why I support it.

Sincerely,

Letter 6

SCORE _____

Should middle school students be required to participate in a program of community service?

Dear City Council:

I think that we should not be required to do community work because most of us already have jobs and are getting paid for it. If you make me give up my work and do community work I will lose money, and if it is all legal, you can't tell me what work to do.

The no change from the data is the people that already have jobs and have good behavior. If people want to they can do community work, but I don't want to.

Sincerely,

Letter 7

SCORE _____

Should middle school students be required to participate in a program of community service?

Dear City Council:

I support the idea of mandatory community service for many reasons. First of all let's look at the values of the American constitutional democracy. Although we have the right of freedom and liberty, we should help out too. We should improve our nation in any way possible, and help out with the common good.

Now let's think about our past and our history. In the early years of the 1900's people were always lending a hand. If one person was building a home, others would come and help. If one person was in need, people did whatever they could do to help. You could not expect the government to help out at that time. Therefore, we should help out now.

Another reason I support this is the facts that you have given me. As I looked at the Public Opinion survey, #2 shows that 60% of the students say it improves the

behavior. So, if the students are going to be doing it and they are supporting it that's what we should do.

As a final thought, I would like to say if you know it's the right thing to do, then quit hesitating. Also when you make your decision, look back at this and you will know what's right.

Thank You,

Mandatory Community Service, Annotations**Letter 1 SCORE = 4**

Here the student successfully used the core democratic value of patriotism to support his or her position that “middle school students should be required to participate in a program of community service.” The phrase “put their beliefs into action” was key to this application of the core democratic value. Credit for correct use of the Data Section was also earned at the start of the second paragraph, and prior social studies knowledge was indicated with the reference to the Red Cross, an important non-governmental organization, and the role it plays in our society.

Letter 2 SCORE = 3

This letter is missing social studies knowledge and therefore received the score of three points. Note that the reference to “foreign wars” in the first paragraph was judged as too vague to serve as supporting historical knowledge. Had the student said “We fought against Fascism in World War Two because their views on individual rights are opposed to our own”, this would have been a nice tie in to the position this student supported. The position against “forced participation in a program of community service” is made clear in the first paragraph. Support from data is found in the second paragraph, “most middle school students oppose this policy”. The use of liberty as a core democratic value “they know that this is their own time and you have no right to tell them what to do with it” was also given credit here. Specifically, this passage was interpreted to refer to personal freedom or the private realm in which an individual is free to act in which the government cannot legitimately invade.

Letter 3 SCORE = 1

This letter received only one point for taking a position and supporting it with personal opinion, i.e., doing community service would “waste their time.”

Letter 4 SCORE = 0

While the position statement is clear, there is no attempt to support it in any way. Therefore, this “letter” received the score of zero.

Letter 5 SCORE = 3

This letter is missing the prior social studies knowledge element and therefore receives three points. Note that only the second reference to data “showed a big change in attitudes toward community service after doing it” can receive credit.

While what was reported from the data section at the beginning of this paragraph was not wrong, the student would need to go further to show how what some might interpret as conflicting data could support the position taken.

Letter 6 SCORE = 2

This letter receives the score of two points because the clear position “we should not be required to do community work” was supported with the pursuit of happiness argument “if it is all legal, you can’t tell me what work to do.” Note that the reference to the Data Section leads to an unsupported assumption and is not taken as direct support for the position against required community service. Note that the statement “If you make me give up my work and do community work I will lose money” may be the basis of an “opportunity cost” argument. However, this statement was essential to illustrate the core democratic value. In that situation, the reader must choose between assigning credit for either the core democratic value or prior knowledge. In these cases the core democratic value always takes priority.

Letter 7 SCORE = 4

This letter includes all of the elements needed for the top score on this task. Notice that the reference to the “common good” in the first paragraph would not have stood on its own as an application of a core democratic value. The historical reference made in the second paragraph not only demonstrates prior social studies knowledge, but fleshes out the reference to the common good.

Directions: Read the following imaginary information about a public policy issue. Use it with what you already know to complete the tasks that follow. You should take about 20 minutes to complete both Task I and Task II. Task I is a selected-response item and Task II is an extended-response item.

ADVERTISING TOBACCO PRODUCTS

Opponents of tobacco products wish to end or limit the amount of advertising tobacco companies can do. Read the following information about this issue.

DATA SECTION

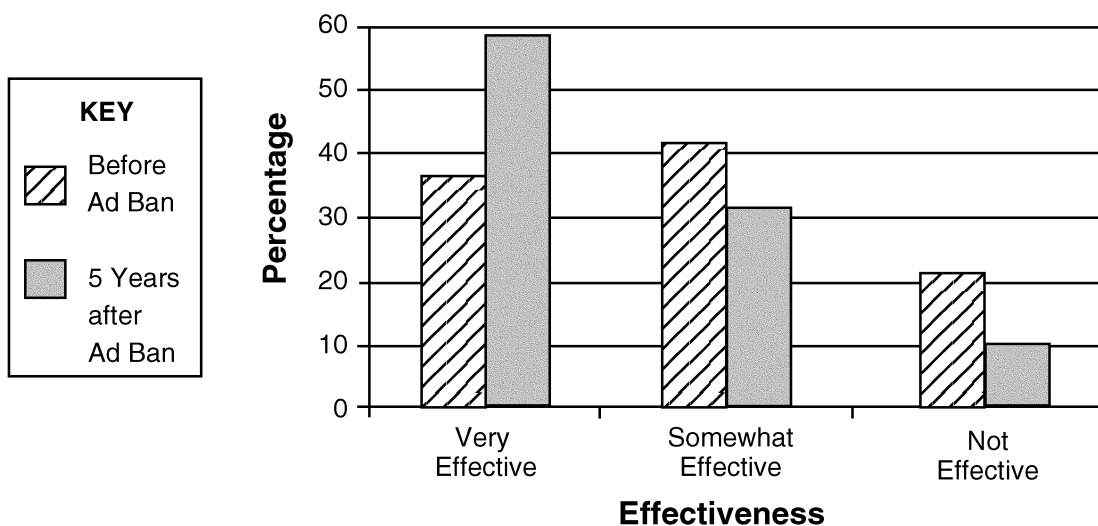
Part A A survey was taken of public opinion in the United States on the issue of tobacco product advertising. People were asked, "What limitations should be placed on tobacco advertising?" Here are some of the results.

Public Opinion Survey on Tobacco Advertising

People surveyed	Ban all ads	Limit ads	No rule on ads
Adults	7%	87%	6%
Students 10–14	41%	47%	12%
Students 15–18	33%	58%	9%

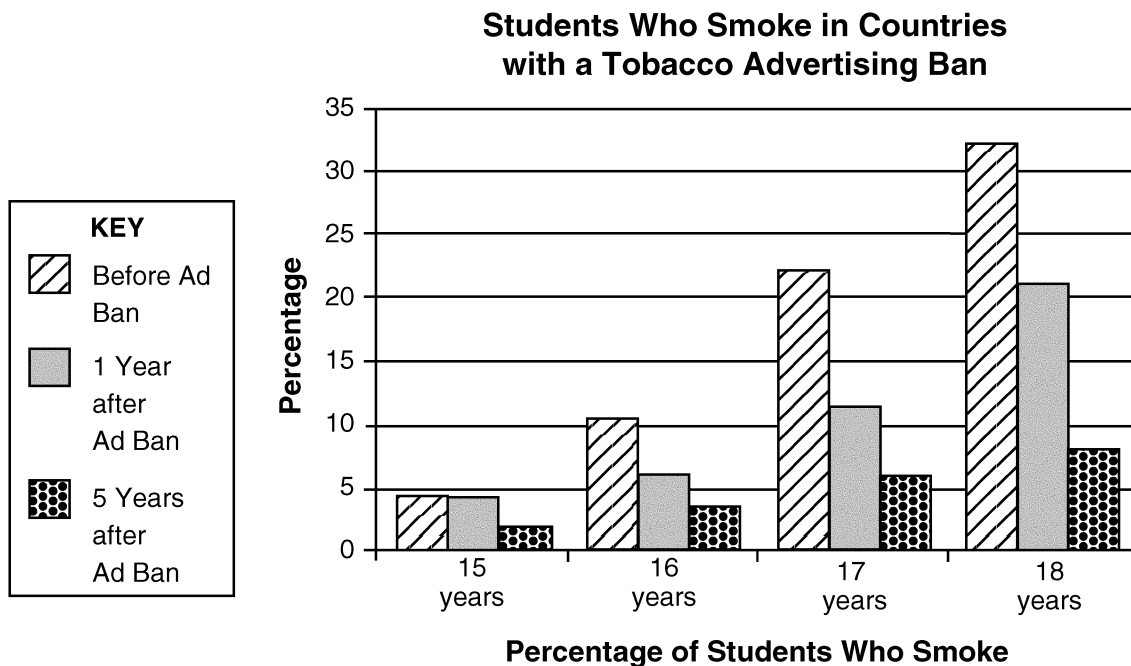
Part B Three countries in Europe have prohibited all forms of advertising for tobacco products. Adults and students were surveyed before and five years after the ban was in place. People were asked, "How effective is the ban on tobacco advertising in stopping people from smoking?" Below is opinion research from these countries for the adults.

Adult Opinion on the Effectiveness of the Tobacco Advertising Ban



DATA SECTION (continued)

Part C Below is additional research on students from the same three European countries.



COMPLETE THE FOLLOWING TASKS:

Task I: Interpreting Information

- 49** Study the information in the Data Section. Which of the following statements best describes the *relationship* between a **ban on advertising tobacco products** and **student smoking**? Be sure to mark your answer in the answer booklet.
- A** The ban caused smoking to decrease among 15 to 18-year-olds in these countries.
 - B** The longer the ban is in effect, the lower the percentage of 15 to 18-year-olds who smoke.
 - C** At first, the ban caused smoking to increase among 15 to 18-year-olds.
 - D** The longer the ban is in effect, 15 to 18-year-olds will be more likely to support the ban.

Task II: Taking a Stand

- 50** You will now take a stand on the following public policy issue: **Should all tobacco advertising be banned?** You may either support or oppose a ban on tobacco advertising. Write a letter to your representative in the United States House of Representatives. Use information to provide reasons that support your position.

You will be graded on the following, so be sure your letter includes each of the elements listed below:

- A clear and supported statement of your position
- Supporting information using core democratic values of American constitutional democracy
- Supporting knowledge from history, geography, civics, or economics that you already know
(It is not enough to state only your opinion.)
- Supporting information from the Data Section

Remember to: Use complete sentences.
Explain your reasons in detail.
Write or print neatly on the lines provided
in the answer booklet.

**PLEASE WRITE YOUR ANSWER
IN THE APPROPRIATE PLACE IN
THE ANSWER BOOKLET.**

**ANYTHING WRITTEN IN THIS
AREA WILL NOT BE SCORED.**

Letter 1

SCORE _____

Should all tobacco advertising be banned?

Dear United States Representative:

No, I do not believe all tobacco advertising should be banned. I'm not promoting smoking, but being able to advertise someone's product is an American right, given by the government, it would be freedom of speech, or freedom of the press. There are already limited bans on tobacco, like TV commercials, if tobacco companies billboards, magazine ads, or sponsorships, are taken away, many people will lose their jobs. Everyone knows cigarettes aren't good for them, all tobacco ads have a Surgeon General's warning on them right now, that warn anybody that sees them that they can be harmful to a person's health. A public opinion survey taken on whether to ban all ads, limit ads, or have no rule on ads, clearly showed very drastically that most people think there should only be limits, not a full ban. In conclusion, I would once more like to oppose a full ban on tobacco advertising. If they ever do, they will be taking away yet another freedom our forefathers fought to give us.

Letter 2

SCORE _____

Should all tobacco advertising be banned?

Dear United States Representative:

Yes - I truly and honestly support the banning on tobacco advertising. Smoking is dangerous for all ages. Those who already smoke the banning might not help them as much. But will make many stop and will stop people from starting. The data on the graph shows that 5 years after the ban numbers dropped a bunch. The Constitution states that we have the freedom to press - but it also so said that only can be done as long as it doesn't harm anyone but tobacco does cause disease and is not good. Thanks for listening to my opinion to ban all tobacco ads.

Letter 3

SCORE _____

Should all tobacco advertising be banned?

Dear United States Representative:

A total ban on tobacco advertising is the way to go. You know what happened in Texas when they did not pass this law. Well the same thing could happen here.

Letter 4

SCORE _____

Should all tobacco advertising be banned?

Dear United States Representative:

I believe that all tobacco advertisements should be banned. Tobacco ads are often misleading. It is every citizen's right to know the truth about a product and tobacco ads can sometimes prohibit that (truth is a core democratic value). Citizens also have the right to life (another core democratic value) and a drop in tobacco advertisement, as clearly shown on pages 20 and 21, would mean drop in use and extension of life for those who stopped using it. Tobacco contains tars, poisons, and nicotine (which is a highly addictive drug). In my opinion tobacco should not be on the market, but until that happens a ban on advertising would at least limit the impact tobacco has on today's market.

In conclusion, I believe tobacco ads should be limited to help ensure life (a C.D.V.) and truth, and to improve the overall health of a nation.

Letter 5

SCORE _____

Should all tobacco advertising be banned?

Dear United States Representative:

I believe all tobacco advertising should be banned. We are entitled to life, and the more tobacco companies advertise, the less of that we have. Even if a person does not smoke, second hand smoke can claim their life. Cancer doesn't play fair.

It has been proven through various studies that the effectiveness of banning all tobacco advertisement is significant, especially for students ages 15-18. Nearly 3/4 of the smokers (age 18) quit smoking within five years of the advertising ban in foreign countries.

I recognize the fact that banning tobacco advertising would hurt that industry. Maybe even cause workers to get laid off, but you must realize this is very little loss compared to the medical bills that millions of Americans pay each year.

Please consider the case I have presented to you. And remember, smoking affects everyone, so don't ban it for me. Ban it for yourself.

Letter 6

SCORE _____

Should all tobacco advertising be banned?

Dear United States Representative:

I wish to discuss the issue of advertising tobacco. I believe that all advertising of tobacco products should be banned. Advertisements of tobacco products show people who smoke as intelligent, funloving people. If the tobacco companies wanted the public to see how smokers truly are, they should show a middle-age, over-weight couple hacking up their lungs. Basically the companies are lying to us. One of our Core Democratic Values is Truth. While the tobacco industries continue lying to us, and the United States government allows it, you could say the government is lying to us also.

Most people who smoke started at a young age. Statistics show that if a person does not start smoking before the age of twenty, they probably will not smoke. That is why tobacco companies gear their products toward younger people. Tobacco companies use such gimmicks as cartoons, beautiful people, and big colorful words in their advertisements.

In the Data Section it showed that in those countries, after the advertising was banned, the number of people who smoked had decreased tremendously. That is one case where the banning of tobacco advertisement had cut the number of smokers. I'm sure that if all nations cut tobacco advertisement, they all too would see a great decline in the number of smokers.

Letter 7

SCORE _____

Should all tobacco advertising be banned?

Dear United States Representative:

I strongly support the ban on tobacco advertising. I think the tobacco companies persuade people to smoke by putting models on their advertisements, most of the models have never smoked in their whole life!

Persuading people to smoke is like taking their right to life away. The tobacco companies know that smoking is deadly. It kills many people each year. It causes cancer and lung problems. The Constitution clearly states that we have the right to life, yet tobacco companies still continue to take that away.

Studies have shown that in countries that ban tobacco advertising have a great decrease in smoking in kids 15-18 years of age. The people even want at least a limit put on ads, yet a lot of people still want bans.

There could be so many lives saved if only a ban would be put on advertising tobacco. All you need to do is vote for it. The lives of millions lay at the palm of your hand. Please take what I have just said into consideration.

Thank you.

Advertising Tobacco Products, Annotations**Letter 1 SCORE = 4**

Here the reference, “to advertise someone’s product is an American right”, invokes an appeal to the fundamental belief of economic freedom more accurately than freedom of speech or press as this student states, but the concept was expressed clearly enough in support of the position against a total ban on tobacco advertising to receive credit. This student demonstrates prior social studies knowledge when making the connection between the policy of banning all tobacco ads and its affect on business, “many people will lose their jobs.” Note, that knowledge of the health risk and the Surgeon General’s warning would not be accepted as prior social studies knowledge. Finally, the reference to “a public opinion survey . . . that most people think there should only be limits” was an appropriate use of data to support the position.

Letter 2 SCORE = 3

Here credit was not given for prior social studies knowledge. The reference to “freedom of press”, or more accurately an application from the opposing side of the pursuit of happiness, was given credit for the core democratic value. Finally, when the student used the data section to say “numbers dropped a bunch”, this was deemed sufficient for appropriate interpretation of data in support of the position taken on the public policy issue.

Letter 3 SCORE = 0

The position the student takes on the tobacco advertising ban is clear in this statement, but there is no clear support for the total ban. Therefore, this letter is scored as zero.

Letter 4 SCORE = 3

In this letter the reference to truth, “It is every citizen’s right to know the truth about a product”, was given credit as a supporting core democratic value. The data reference “on pages 20 and 21”, though a bit vague was also given credit. The demonstrated knowledge of the properties of tobacco was not enough to earn this student credit for prior social studies knowledge, however. Note that in the last line of the first paragraph of letter #3 the student attempts to invoke an economic argument but does not go far enough in explaining the positive or negative impact of this policy on “today’s market”.

Letter 5 SCORE = 3

Here “life” is used as the core democratic value. The data are interpreted correctly in the second paragraph to support the position against tobacco advertising. Part C does not indicate the number of 18 year olds who “quit smoking” as the student implies. The recognition of the possible negative affect on the tobacco industry the ban on tobacco advertising could bring about was a correct application of important and relevant social studies knowledge from economics. Notice too that the student used this reference to prior social studies knowledge in a clear refutation of an opposing argument.

Letter 6 score = 4

In this letter, the student appeals to the core democratic value of truth to support the position taken. “[Y]ou could say the government is lying to us also.” The supporting reference from the data section is given at the beginning of the third paragraph. In the second paragraph the student completes the analysis of the reliability of the information offered to consumers, prior social studies knowledge, and establishes the motivation to tobacco advertisers to use such “gimmicks”.

Letter 7 score = 3

This letter applies the core democratic value of life to support the position to ban tobacco advertising. Notice that summary paragraph makes the core democratic value work in this letter “The lives of millions lay at the palm of your hand”. The first reference to the data section in paragraph three, “countries that ban tobacco advertising have a great decrease in smoking in kids 15-18 years of age”, was given credit for the data element. The second data reference “yet a lot of people still want bans” while not wrong, would not have stood on its own without further explanation. No clear attempt was made to use prior social studies knowledge to support the position taken.

Answers and Scores

THE TRIANGULAR TRADE (pages 6-7)

#17 B #18 A #19 C #20 B #21 C

SELLING STOVES IN A COMMAND ECONOMY (see page 8)

POPULATION AND PROJECTED POPULATION OF THE ELDERLY IN MICHIGAN
(page 12)

	Task I	Task II
Sample Response 1	1	2
Sample Response 2	1	1
Sample Response 3	1	0
Sample Response 4	0	0

MANDATORY COMMUNITY SERVICE (page 25)

Task I #23 B

Task II #24

Letter 1	SCORE = 4
Letter 2	SCORE = 3
Letter 3	SCORE = 1
Letter 4	SCORE = 0
Letter 5	SCORE = 3
Letter 6	SCORE = 2
Letter 7	SCORE = 4

ADVERTISING TOBACCO PRODUCTS (page 38)

Task I #49 B

Task II #50

Letter 1	SCORE = 4
Letter 2	SCORE = 3
Letter 3	SCORE = 0
Letter 4	SCORE = 3
Letter 5	SCORE = 3
Letter 6	SCORE = 4
Letter 7	SCORE = 3